



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
RAYMOND JOHN WATKINS	rjw185	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Course Designation

(ENGL 163N) Defining the Animal

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Defining Animal
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: English (UPLA_ENGL)
Effective Semester: FA 2018
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

The course has been divided into four subsections, each of which poses a central question in the scientific study of animals: do animals communicate?, do animals have self-awareness?, do animals have language?, and can anthropomorphism be avoided? The first three sections will be the focus of the ethogram, research paper and oral presentation, while the final question on anthropomorphism will be the focus of the final exam. The research paper is also connected to an annotated bibliography and thesis statement exercise.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Week 1-2: Do Animals Communicate?
Week 3: Animal Communication in Elephants, Chickens, and Dolphins
Week 4: Do Animals Have Self-Awareness or Consciousness?
Week 5: The Ethics of Animal Experimentation
Week 6: Do Animals Have Language?
Week 7-8: The Ethogram and Scientific Paper
Week 9: Research Projects
Week 10: Can We Avoid Anthropomorphism?
Week 11: Anthropomorphism and the Politics of the Zoo
Week 12: The Anthropological Machine
Week 13-15 Final Presentations

Course Description:

Is it possible to comprehend the mind of another species? Can humans communicate with other animals? Do they have anything to say? In 1859, the publication of Darwin's *The Origin of Species* set the stage for the scientific investigation of animal minds. This course studies both scientific and non-scientific approaches to the study of thinking and emotion in animals. Students contemplate what researchers, artists, philosophers, writers and filmmakers learn by investigating the minds of animals, focusing on breakthroughs as well as misconceptions. Students conduct their own research on such topics as animal cognition and intelligence, animal language, anthropomorphism, animal testing and bioethics. Examples will be drawn from a range of disciplines in an effort to answer the central question: what is an animal, and what is a human?

The name(s) of the faculty member(s) responsible for the development of the course:

Name: RAYMOND JOHN WATKINS (rjw185)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Students in this course will develop the following skills:

- use empirical evidence to develop a credible scientific paper
- correctly design an ethogram and scientific experiment
- learn about the implications of scientific study in the fields of literature, philosophy, and art
- develop critical and analytical thinking skills by reading, discussing, and writing about debates in the study of animals
- become familiar with current debates in philosophy about animal/human relations
- explore the ethical implications in the way animals are understood, represented and treated, and look at the larger implications for individual ethical behavior
- establish points of convergence (and divergence) between scientific, philosophical, and artistic conceptions of animal/human relations
- engage with a range of contemporary debates about animal treatment, such as the ethics of laboratory testing
- craft a persuasive, analytical argument of 10-12 pages that include strong and clear claims, as well as appropriate interpretation and presentation of evidence
- become better writers through in-class and take-home writing activities, repeated revision, and discussions about the difficulties and rewards in writing well
- develop effective presentation and research skills

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Grade break down:

Response Blog 10%

Scientific Paper Based on Ethogram 10%

Annotated Bibliography 10%

Thesis Statement with Written Outline 10%

Research Paper 20%

Oral Presentation 10%

Final Exam 20%

Class Participation 10%

Response Blog (10%). Students will be required to upload six, 500 word responses to our class WordPress webpage that provide a thoughtful response to a particular reading or film discussed that week. The blogs should contain original, thoughtful and persuasive insights into the reading or film. Students can react to particular points in our class discussion, in the readings, or specific questions that I hand out for each post.

Scientific Paper Based on Ethogram (10%). Students will learn how to construct an experiment with a pet, zoo, or local shelter, and will be required to collect data about the animal using an ethogram. Students will then write up their results in a scientific paper (with title, abstract, introduction, methods, results, and discussion sections), and share findings with the class.

Annotated Bibliography (10%). Students are responsible for evaluating at least six works on a particular topic, and writing a concise annotation that summarizes the central theme and scope of each book or article. Students will: (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with other citations, and (d) explain how this work fits into the overall direction and purpose of the bibliography.

Thesis Statement with Written Outline (10%). Students will submit a one to two sentence summary of their argument, followed by a written outline in paragraph form of the texts used, method, argument, and conclusions. I am especially interested in the originality of the project, a well-developed and provable thesis statement, the extent of the student's research, and how well secondary materials have been incorporated into the project. The outline will be two pages, double-spaced.

Oral Presentation of Paper (10%). A 10-minute discussion of the student's research topic. Because part of the grade is based on how well each student presents research, audio-visual materials, clips, handouts, and other aids are encouraged. The presentation should show appropriate familiarity with research on the topic.

Research Paper (20%). The research paper will be 6-8 pages long, with an MLA Works Cited page of at least 6 secondary sources. The grade will be based on the quality of the final product, as well as on its progress and development.

Final Exam (20%). The final exam will be take-home, based on readings and class discussions in the second half of the semester. Students will be given one week to answer two questions based on the in-class readings and discussions.

An example of a final exam question:

The question of whether dolphins use "names" has been contested within the scientific community. In "Signature Whistle Shape Conveys Identity Information to Bottlenose Dolphins," Vincent Janik argues that dolphins have a specific call for each member of a family. Brenda McCowen and Diana Reiss instead argue that such conclusions are based on nothing more than the way humans interpret the signals in "The Fallacy of 'Signature' Whistles in Bottlenose Dolphins." Describe the conflict between these two studies (both available on Canvas) as a way of addressing the larger question discussed in class and through many of our readings of possible methods to avoid or reduce anthropomorphism in scientific study. What strategies should we consider in conducting such studies?

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

English 163N does not replace or replicate any existing Penn State courses. The cross listing in Biology and English reflects the course's emphasis on empirical, biological approaches to understanding animal communication and behavior, but then expands to include a broad range of other disciplinary approaches to the animal, including literature, philosophy, and film. Students who select this course as GH / GN will be introduced to material that may serve as a useful foundation for a range of majors in the Biological Sciences, including evolutionary biology, ecology, plant biology and vertebrate biology. The course will serve as a complement to core Biology courses, especially Biology 110, but also 220, 230, and 240. The course would be a useful foundation for most Humanities majors, especially those in Philosophy, English, Comparative Literature, and Film and Media Studies.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course aims to fulfill General Education in the Biological Sciences and the Humanities. The course is being designed for the

new "inter-domain" category in light of recent General Education reforms. Its blending of Biology and Humanities goals seeks to allow students to see the connections among disciplines in the spirit of the Integrative Studies requirement.

A description of any special facilities:

Seating for 20-25 students, ability to project images and view student presentations.

Frequency of Offering and Enrollment:

Cap of 20-25 students, offered every year. The cap will allow for in-depth discussion and debate.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

1. Effective communication: Each student will present a 10-minute oral presentation of their research topic that incorporates audio-visual materials into the talk, with a question and answer period following each talk. Students will also present the results of their ethogram in short presentations to the class. The class also incorporates a number of writing assignments, including a take-home final exam that asks students to think about class activities in innovative and integrative ways, and a research paper in which students must become familiar with the research in a particular field and contribute new insight on that topic.

2. Critical and Analytical Thinking: Students will write weekly blog posts in response to posted questions that analyze ideas, concepts, and themes discussed in the reading. In addition, students are required to analyze and evaluate scholarly sources and to synthesize that material to formulate a focused and original argument on a particular topic within the field of animal studies. To do so, students work through a series of small exercises, including an annotated bibliography and a thesis statement and outline. Such exercises guide students toward developing a comprehensive exploration of the debates, ideas, and issues related to their particular topic.

3. Social Responsibility and Ethical Reasoning: The question of ethics is raised from the very first class, in which we discuss Mark Hauser's animal research at Harvard, and the way results were skewed based on the "intentionality" of test monkeys. Such conversations are expanded to broader philosophical questions through J. M. Coetzee's *The Lives of Animals*. We discuss debates in animal research, especially studies of dolphin language, the history of anthropomorphism in science, and the importance of designing well-constructed, reliable experiments to reduce uncertainty. Students then practice by designing their own ethogram and scientific study, and present their results with a focus on questions of ethical decision-making.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

1. Effective Communication. Almost every assignment in this class stresses informed and persuasive communication skills, but especially the blog posts (10%), the multimedia oral presentation (10% of grade), the midterm and final exam (30% of grade), and class discussion of readings (participation, 10% of grade).

2. Critical and Analytical Thinking. Many assignments build on critical thinking skills, especially the blog posts (10%), the annotated bibliography (10% of grade), the thesis statement and outline assignment (10% of grade), the research paper (20% of grade), and class discussion (10% of grade).

3. Social Responsibility and Ethical Thinking. Ethics concerns are an important component of the final research paper (20% of grade). The final exam focuses on readings from J. M. Coetzee's *The Lives of Animals*, and readings and film screenings on the dangers of anthropomorphism in science (10% of grade). Students must develop their own informed response to ethical questions and be able to articulate it. And, finally, the ethogram assignment is designed for students to put into practice ethical considerations in the way they design an animal experiment (10% of grade).

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

1. Critical thinking through clear and well-reasoned responses. Most assignments in this course stresses critical thinking through oral and written responses, through a series of varied informal and formal assignments (research paper, oral presentation, take-home final exam, blog posts, in-class discussion, and annotated bibliography).
 2. Critically evaluate texts in the humanities and explain moral or ethical dimensions. Students will read and respond to the following texts: selections from Charles Darwin's *The Origin of Species*, Franz Kafka's short fiction, J. M. Coetzee's *The Lives of Animals*, Werner Herzog's *Grizzly Man*, and a series of animal documentaries, ranging from those of the surrealist Jean Painlevé to Disney films of the 1950s. Each of these works raise important ethical questions about animal/human relations and the way humans conceive of and treat animals, which will also be the focus of the research paper.
 3. Major cultural currents, issues and developments through time, including challenging material. This course puts animal/human relations into historical perspective using a range of thought-provoking, theoretical texts. In "Why Look at Animals," John Berger argues that the human relationship to the animal was healthy until the industrial revolution, when animals were viewed exclusively for their use value. In contrast, in *Madness and Civilization*, Michel Foucault argues that we can understand an epoch's values and beliefs through the way it treats its mentally ill, and during the Enlightenment the insane were treated in the same way as animals. And Giorgio Agamben introduces the concept of the "anthropological machine" to address the shifting relationship between human and animal. These historical models provide points of departure for students' own original articulation (in the form of blog posts, an oral presentation and a final research paper) of a human/animal problematic.
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GN Criteria

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- Construct evidence-based explanations of natural phenomena
- Demonstrate informed understandings of scientific claims and their applications
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems

What components of the course will help students achieve the domain criteria selected above?

1. Construct evidence-based explanations. Once students have a foundation in the way a scientific experiment is constructed, they will be asked to develop their own ethogram. In the past students have based this study on a family pet, at a local shelter or SPCA, or during an organized field trip to a zoo. The results of this ethogram will be presented in the form of a scientific study and shared in class to see how well the hypothesis is translated into an evidence-based study with rigorous and reliable methods.
2. Evaluate the quality of data, methods, and inferences. In the first eight weeks, class time will be spent reading scientific studies of animals and analyzing how experiments are constructed, how a strong hypothesis is developed, how to develop appropriate controls, how evidence is gathered and analyzed, and the reliability of results. We discuss several studies by Mark Hauser, a study in *Physiology* on elephant communication, an article on Magpie self-recognition in *PLoS Biology*, several articles on the honeybee dance as a language, and studies of ape language. To explain the proper methods for constructing a scientific experiment, we will read chapters 1-3 from *Animal Behavior: Concepts, Methods and Applications* (Oxford University Press), which provides effective examples for the way to design a study, as well as possible pitfalls.
3. Identify societal or philosophical implications of discoveries in the natural sciences. Such implications are at the heart of this course. Students first learn about the scientific methods for obtaining results on animal behavior, and then the scope is broadened to examine larger implications, whether that be anthropomorphism, the nature of animal communication, or language use. For example, students read an article by Vincent Janik who argues that Bottlenose Dolphins have a "signature whistle" for each member of the family. But students also read an article by Brenda McCowen and Diana Reiss that argues such conclusions are based on the way humans interpret dolphin signals. Anthropomorphism is thus examined as a larger philosophical issue with direct implications in the

way scientific studies are conducted.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course is set up such that the first half of the semester stresses the scientific approach to the study of animals, while the second half broadens the discussion to the fields of philosophy, literature, and cinema. The exception, however, is the topic of anthropomorphism, which is discussed at the beginning of the course in terms of its application to science, and is returned to at the end through a series of readings in the humanities. The final exam approaches anthropomorphism from both scientific and humanities approaches.

In the first half of the semester, students will set up an ethogram, conduct a scientific study, and write up the results in the form of a scientific paper. Three of the response blogs will also focus on the development of this ethogram. In the second half of the course, students will research a significant animal-related topic, and create an annotated bibliography, thesis statement with outline, and final research paper. Since many students choose scientific topics for this assignment, I consider this portion of the course to draw on both the natural sciences and humanities.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Emphasis on the Natural Sciences
Three Response Blogs 5%
Scientific Paper Based on Ethogram 10%
Final Exam 20%

Emphasis on Humanities
Three Response Blogs 5%
Oral Presentation 10%
Final Exam 20%

Emphasis on Natural Sciences and Humanities
Whether a student's work fits into this category depends on his or her individual topic. In previous courses, the majority of students chose science-related topics for their research paper, connected to experiments read in the first half of the semester.)
Annotated Bibliography 10%
Thesis Statement with Written Outline 10%
Research Paper 20%

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Animal studies is a relatively new, interdisciplinary field that broaches a range of humanities disciplines. The instructor should be familiar with the important thinkers and foundational texts in the field, and have a general sense of its diverse manifestations, especially within an English or language department. The instructor should also be familiar with recent debates about the non-human animal in philosophy and ethics. Finally, the instructor should be familiar with the steps involved in the scientific method, and be able to guide students in developing an ethogram and interpreting and communicating scientific results.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The assignments have been designed to showcase different disciplinary approaches to a similar question in the field of animal studies. Students will thus need to be familiar with, and shift between Biology and English in the way animals are studied. For example, students perform a scientific experiment early in the semester, and later in the final exam discuss anthropomorphism and ethics, and how to avoid such concerns in their own scientific study. The insights garnered from the initial biological approach informs other assignments, such as the research paper, which takes into account other experts on the topic, or the oral presentation, which involves presenting evidence to a general audience. Finally, one question of the final exam asks students to reflect on the way they saw the various assignments intersect and overlap with each other throughout the course.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Raymond Watkins rjw185@psu.edu
Office: 310 Burrowes Building
Office Hours: TBA

ENGLISH 163N: DEFINING THE ANIMAL

Is it possible to comprehend the mind of another species? Can humans communicate with other animals? Do they have anything to say? In 1859, the publication of Darwin's *The Origin of Species* set the stage for the scientific investigation of animal minds. This course studies both scientific and non-scientific approaches to the study of thinking and emotion in animals. Students contemplate what researchers, artists, philosophers, writers and filmmakers learn by investigating the minds of animals, focusing on breakthroughs as well as misconceptions. Students conduct their own research on such topics as animal cognition and intelligence, animal language, anthropomorphism, animal testing and bioethics. Examples will be drawn from a range of disciplines in an effort to answer the central question: what is an animal, and what is a human?

Required Texts

Franz Kafka, *The Metamorphosis and Other Stories*, Penguin Books

J. M. Coetzee, *The Lives of Animals*, Princeton UP

Giorgio Agamben, *The Open: Man and Animal*, Stanford UP

Supplementary course readings on Canvas



© Gary Larson, *The Far Side*

Students in this course will learn how to:

- use empirical evidence to develop a credible scientific paper
- correctly design an ethogram and scientific experiment
- learn about the implications of scientific study in the fields of literature, philosophy, and art
- develop critical and analytical thinking skills by reading, discussing, and writing about debates in the study of animals
- become familiar with current debates in philosophy about animal/human relations
- explore the ethical implications in the way animals are understood, represented and treated, and look at the larger implications for individual ethical behavior
- establish points of convergence (and divergence) between scientific, philosophical, and artistic conceptions of animal/human relations

- engage with a range of contemporary debates about animal treatment, such as the ethics of laboratory testing
- craft a persuasive, analytical argument of 10-12 pages that include strong and clear claims, as well as appropriate interpretation and presentation of evidence
- become better writers through in-class and take-home writing activities, repeated revision, and discussions about the difficulties and rewards in writing well
- develop effective presentation and research skills.

This course will fulfill Gen Ed objectives in:

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Grading Assessment

The course has been divided into four subsections, each of which poses a central and contentious question in the scientific study of animals: do animals communicate?, do animals have self-awareness?, do animals have language?, and can anthropomorphism be avoided? The first three sections will be the focus of the research paper, while the final question on anthropomorphism will be the focus of the final exam. The research paper is also connected to a thesis statement exercise and final presentation.

Response Blog	10%
Scientific Paper Based on Ethogram	10%
Annotated Bibliography	10%
Thesis Statement with Written Outline	10%
Research Paper	20%
Oral Presentation	10%
Final Exam	20%
Class Participation	10%

Response Blog (10%). You will be required to upload six, 500 word responses to our class Word Press webpage that provide a thoughtful response to a particular reading or film discussed that week. The blogs should contain original, thoughtful and persuasive insights into the reading or film. You can react to particular points in our class discussion, in the readings, or specific questions that I hand out for each post, but, your response should not simply agree with, or refute previous points. Instead, use such points as a springboard into your own original and fresh analysis. In other words, avoid plot summary, generalizations, personal value judgments, opinions, or obvious facts already discussed in class or in the reading.

Scientific Paper Based on Ethogram (10%). Students will learn how to construct an experiment with a pet, zoo, or local shelter, and will be required to collect data about the animal using an ethogram. Students will then write up their results in a scientific paper (with title, abstract, introduction, methods, results, and discussion sections), and share findings with the class.

Annotated Bibliography (10%). An annotated bibliography is a list of citations, each of which is followed by a brief (usually about 300 words) descriptive and evaluative paragraph that informs the reader of its relevance, accuracy, and quality. For your bibliography, you are responsible for evaluating at least six works on a particular topic (they can all be works on the attached list, all works of your own choosing, or a combination of the two). The works should be credible (e.g., not primarily internet sources), on an appropriate topic for the course, and thematically related. Write a concise annotation that summarizes the central theme and scope of each book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work fits into the overall direction and purpose of your bibliography.

Thesis Statement with Written Outline (10%). Students will submit a one to two sentence summary of their argument (the thesis), followed by a written outline in paragraph form of the texts used, method, argument, and conclusions. Remember to focus your thesis enough for a 6-8 page paper. At this stage, I am especially interested in the originality of the project, a well-developed and provable thesis statement, the extent of the student's research, and how well she has read and incorporated secondary materials into the project. The outline should be two pages, typed and double-spaced.

Oral Presentation of Paper (10%). A 10-minute discussion of the student's research topic. Because part of the grade is based on how well each student presents research, audio-visual materials, clips, handouts, and other aids are encouraged. The presentation should be engaging, creative, and show appropriate familiarity with the research on that topic.

Research Paper (20%). The research paper will be 6-8 pages long, with an MLA Works Cited page of at least 6 secondary sources. The grade will be based on the quality of the final product, as well as on your progress and development of the project. We will be meeting with the science librarian, who will be available to help guide you through the stages of the research process.

Final Exam (20%). The final exam will be take-home, based on readings and class discussions in the second half of the semester. Students will be given one week to answer two questions based on the in-class readings and discussions.

Participation (10%). Because this class is discussion-oriented, its success depends on consistent attendance and full preparation. Students should do each reading carefully and critically, preparing questions and comments for each class to open the readings to relevant intellectual, cultural and social issues. This grade will also include students' performance in such activities as short composition and research assignments.

Schedule
subject to change

Week 1	Introduction	Page # (C=Canvas)
W	Introduction to Course Charles Darwin, selections from <i>The Origin of Species</i> 95- 124 (C)	

Discussion of Mark Hauser's animal research:
<http://chronicle.com/article/Document-Sheds-Light-on/123988/>

- Week 2**
M **Question #1: Do Animals Communicate?**
Charles Darwin, selections from *The Origin of Species* 124-174 (C)
Chapter one, *Animal Behavior: Concepts, Methods and Applications* (C)
- W** Rogers, Lesley J. and Gisela Kaplan. *Songs, Roars and Rituals: Communication in Birds, Mammals and Other Animals*. Cambridge: Harvard University Press, 2000. (C)
"Chapter Three: Is Signaling Intentional or Unintentional?" 48-69 (C)
"Chapter Five: Communication in Mammals" 100-127 (C)
- Week 3:**
M **Animal Communication in Elephants, Chickens, and Kafka**
Chapter two, *Animal Behavior: Concepts, Methods and Applications* (C)
O'Connell-Rodwell, Caitlin. "Keeping an 'ear' to the ground: seismic communication in elephants." *Physiology* 22 (2007): 287-294. (C)
Milius, Susan. "Chicken Speak." *Science News* 170.21 (18 Nov. 2006): 325-326. (C)
Dolphin syntax—YouTube video
- W** Chapter three, *Animal Behavior: Concepts, Methods and Applications* (C)
Kafka, "A Hunger Artist" 135-146
"Josephine, the Singer" 147-164
"The Metamorphosis" 5-52
"A Report to an Academy" (C)
- Week 4:**
M **Question #2: Do Animals Have Self-Awareness or Consciousness?**
David Rothenberg, "Come and See My Bower" 1-26 (C)
- W** Prior, Helmut; Schwarz, Ariane; Güntürkün, Onur; De Waal, Frans (2008). "Mirror-Induced Behavior in the Magpie (*Pica pica*): Evidence of Self-Recognition". *PLoS Biology* (Public Library of Science) 6 (8): e202. (M)
Keim, Brandon. "Monkeys See Selves in Mirror, Open a Barrel of Questions" *Wired Science* September 29, 2010. (M)
<http://www.wired.com/wiredscience/2010/09/monkey-self-awareness/>
- Week 5:**
M **Animal Experimentation**
J. M. Coetzee, *The Lives of Animals* 1-56
- W** J. M. Coetzee, *The Lives of Animals* 57-119
One-paragraph research paper topic and thesis statement due
- Week 6:**
M **Question #3: Do Animals Have Language?**
Crist, Eileen. "Can an Insect Speak? The Case of the Honeybee Dance Language." *Social Studies of Science* 34.1 (2004): 7-43.
- W** Savage-Rumbaugh, Sue, Stuart Shanker, Talbot J. Taylor. "Apes with Language." *Critical Quarterly* 38.3 (1996): 45-57.
Ape Genius. Dir. John Rubin. DVD. Nova Documentary. PBS. 2008.
- Week 7:**
M **Ethogram Discussion and Presentations**
Presentations on Ethogram Research Projects

W Presentations Continued
Scientific Paper Due

SPRING BREAK—NO CLASS

Week 8: **Cinema and the Animal: Ethics and Anthropomorphism**
M Film: Werner Herzog, *Grizzly Man* (2005)
Thesis and Outline Due (with five keywords)

W Meeting with Science Librarian

Week 9: **Question #4: Can We Avoid Anthropomorphism?**
M Daston, Lorraine and Gregg Mitman. "Introduction." *Thinking with Animals: New Perspectives on Anthropomorphism*. New York: Columbia University Press, 2005. 1-14. BL215.T48 2004 (C)
"Bee Movie and Scientific Fact" *NYT's* article (C)
Discussion of the nature film, with selections from "The Love Life of the Octopus," (Jean Painlevé, France, 1965) and "The Living Desert" (Algar, Disney True-Life Adventures, 1953, 69min.)

W Scott MacDonald, "Up Close and Political: Three Short Ruminations On Ideology in the Nature Film" *Film Quarterly* 59.3 (2006): 4-21 (M)

Week 10: **Anthropomorphism and the Politics of the Zoo**
M John Berger, "Why Look at Animals?" (M)

W Michel Foucault, "The Insane" from *Madness and Civilization* (M)
Discussion of Research Paper

Week 12: **The Anthropological Machine**
M Giorgio Agamben, *The Open: Man and Animal* 1-47, 75-80

W Discussion of Final Presentations

F Research Paper Due

Week 13
M Film: Robert Bresson, *Au hasard, Balthazar* (1966)

W Final Presentations

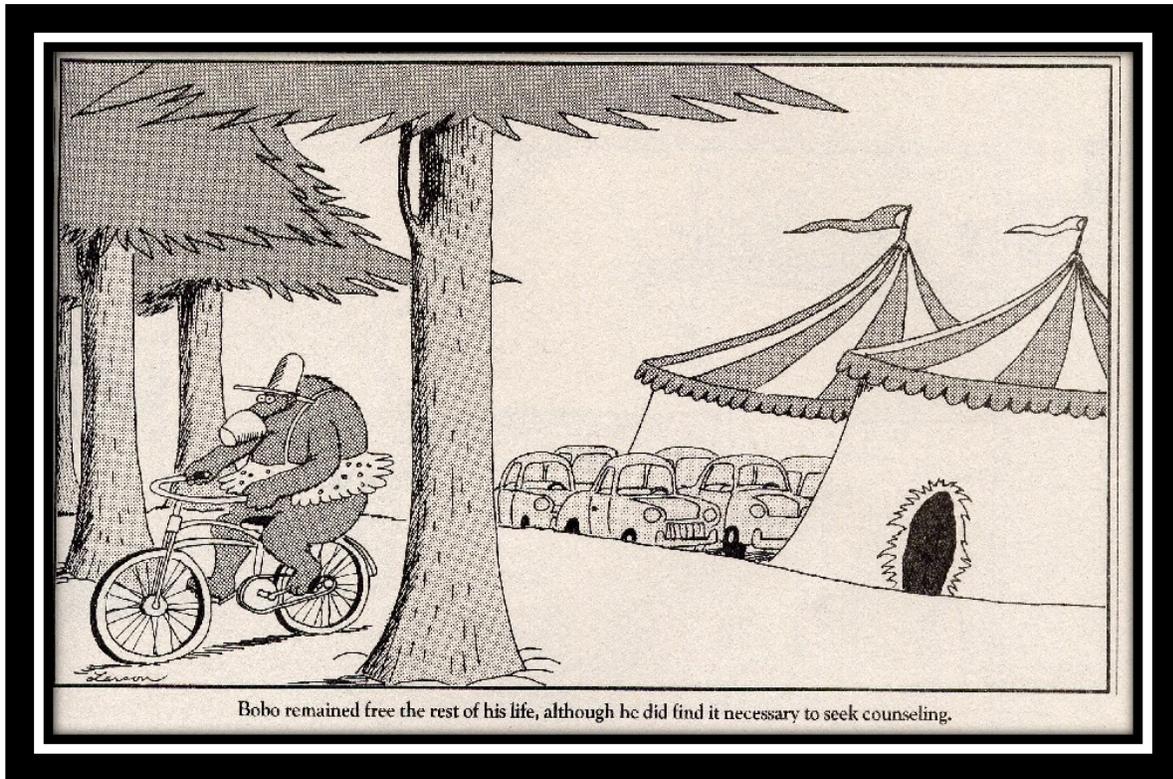
Week 14
M Final Presentations

W Final Presentations

Week 15
M Final Presentations

W Final Presentations

Final Exam Due During Finals Week



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